

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Gayle Kelly Ed.S

Official School Name: Frazier Elementary School

School Mailing Address: 3900 Double S Road
Dayton, TN 37321-5344

County: Rhea State School Code Number: 0010

Telephone: (423) 775-7854 E-mail: gaylekelly@rheacounty.org

Fax: (423) 775-6754 Web URL: www.rheacounty.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jerry Levensgood Superintendent e-mail: levengoodj@rheacounty.org

District Name: Rhea County Schools District Phone: _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Dale Harris

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 6893

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	45	31	76		7	0	0	0
1	27	29	56		8	0	0	0
2	32	34	66		9	0	0	0
3	25	15	40		10	0	0	0
4	32	17	49		11	0	0	0
5	23	24	47		12	0	0	0
Total in Applying School:								334

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 14%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	23
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1, 2009	322
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 1%
 Total number of limited English proficient students in the school: 3
 Number of languages represented, not including English: 1
 Specify languages:

Hispanic

9. Percent of students eligible for free/reduced-priced meals: 66%
 Total number of students who qualify: 219

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 31

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>9</u>	<u>3</u>
Total number	<u>41</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	95%	96%	96%
Teacher turnover rate	0%	0%	5%	5%	5%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Frazier Elementary School is a small, rural school in Dayton, Tennessee. Frazier was established in 1923 by consolidating three small schools named Meadow View, Limestone, and Pleasant Hill schools. It was called Frazier Grammar School. This school served grades 1-8. In 1981, a new building was constructed and Frazier was consolidated with another small, rural school, Old Washington Elementary. With this consolidation, Frazier Elementary became a K-6 grade facility. Due to overcrowding in 1997, however, the sixth grade was moved to the middle school. This growth trend continued in 2007 to accommodate K-5 grades at Frazier, as four new classrooms were added.

Frazier Elementary School is a brick building consisting of 19 rooms, with an enrollment of 334 students in grades Kindergarten through fifth grades. One principal, nineteen highly qualified classroom teachers, a librarian, a guidance teacher, a Math Coach, seven teaching assistants, a secretary, a bookkeeper, a nurse, four cafeteria workers, and three custodians make up the full time personnel at Frazier. Our school shares a Physical Education teacher, a Music teacher, an Art teacher, and a School Resource Officer with another elementary school. Frazier's students are also served by a technology technician, a Band Director, ELL specialists, a Psychologist, Speech Pathologists, Occupational Therapists, and Physical Therapists once a week, or as needed. These staff members work on a rotational basis within the entire county. This totals 51 staff members that serve our school on a full time and part time basis.

The mission of Frazier's staff is to provide a quality education in a safe environment that will enable our students to be proficient in each grade and be prepared to move to the next level. A shared vision of Frazier's parents, faculty, and community is to provide an educational environment where all students will experience success in a warm, receptive, and non-disruptive setting. We will provide each child with the opportunity to learn skills, knowledge, and values, enabling them to become productive citizens and to love learning. This mission and vision are implemented in all of our teaching as the Frazier staff believes that:

- All children can learn.
- There is a positive correlation between learning and school attendance.
- Teachers must assist in the development of a set of values and ethics that will promote democracy, dignity, and acceptance of diversity in the lives of students.
- Students learn in different ways and at different rates.
- Education is the responsibility of families and the community, as well as the school.
- Schools must have effective leaders.
- The most important influence in the classroom is the teacher.
- The school environment must be nurturing and positive.
- Instruction is driven by district and state standards, with students being assessed for mastery each six weeks and annually with TCAP.
- Instruction should be based on the belief that high expectations generate high success.
- When possible, decision making should be a collective effort.
- Policies, procedures, and practices are designed to address all students' needs and promote success.
- Learning is a life-long process.

Frazier's strengths include consistently high test scores, community support, extremely dedicated staff members, high expectations, and shared goals of all stakeholders. The staff turnover rate is very low and

new hires have been highly qualified. The entire faculty has a common bond and work together instilling teamwork and dedication to ensure student success. Much support is offered through a strong Parent Teacher Organization (PTO), local companies that partner with our school, and parental involvement. We have met AYP (Average Yearly Progress) for the past five years, scored consistently above state averages on TVAAS (Tennessee Value Added Assessment Scores), been in good standing, received all A's on achievement, maintained an average attendance rate of 96% for the past five years, and obtained all A's on fifth grade writing tests.

Our school ensures that parents stay well informed and involved. This communication is done by sending folders home to be signed and returned, giving three week averages, monthly calendars, e-mails, phone calls, PTO meetings, school and class web sites, parent portals, frequent conferences, and an electronic sign in front of the school. Volunteers are encouraged to participate in Open House, Fall Festival, programs with student performance, Book Fairs, fundraisers, Field Day, Field Trips, eating lunch with students, Fifth Grade Celebration, and assisting in the library.

Frazier is honored and humbled to be nominated as a Blue Ribbon School. We will continue to assist our students to excel academically, socially, and therefore become productive citizens.

1. Assessment Results:

Frazier Elementary School uses both district and state academic standards to provide focused instruction throughout the year. The focus placed on SPIs (State Performance Indicators) drive the different teaching strategies. Results from formative tests given throughout the year help teachers provide individualized instruction. As summative data results were analyzed from 2006-2010, it showed that Frazier Elementary has met AYP for the last five years. Since the Tennessee Department of Education does not mandate testing in Kindergarten through second grades, the data provided is for grades three through five only.

Several trends were identified as the five year data results unfolded. Frazier assessed 100% of its students for the first four years beginning in the 2005-2006 school year. In 2009-2010, only one third student was unable to assess due to illness dropping the percentage tested to ninety-nine percent. The number of economically disadvantaged students has risen steadily over the past five years. In 2006, the economically disadvantaged was forty-three percent, 2007 increased to forty-four percent, and by 2008, it was fifty-three percent. The year 2009 brought sixty-nine percent of economically disadvantaged students to Frazier, and the upward trend continued to increase to seventy percent in 2010. Based on the percentages of economically disadvantaged students, Frazier could have become a Title school. However, it was a consensus of the entire Frazier staff that we not take the label of Title I. We felt that this might give the students and the community an excuse for not achieving excellence. It is the belief of the Frazier staff that all students can excel, regardless of income status. Up to this point, this belief has proven to be true as our economically disadvantaged students scores were in line with the school as a whole for the five year data analysis. The increase of economically disadvantaged students continued as seventy percent of Frazier students qualified for free/reduced lunches in the spring of 2010.

For the past five years, Frazier students have continued to receive all A's in every subject on the Criterion Referenced Academic Achievement with scores exceeding the state scores. The TVAAS scores have been all A's until 2008-2009 when Reading dropped to a C. In 2009-2010, with the state's restructured calculations, Frazier's value-added Math dropped to a C, also. However, Frazier had five teachers to receive a score of five on the state's restructured calculations for value-added. Our fourth grade team did extremely well, as all three teachers received a five rating for their respective subjects taught. One fourth grade teacher even received two fives, one in each subject that she teaches. One fifth grade teacher received a score of five as well. Frazier received five scores of five, which is the highest score given. This TVAAS score shows the students of these teachers made over a year's gain in one year. A teacher receiving a score of three shows that his/her students made a year's gain during the previous year.

A very important piece of data to the Frazier Staff is attendance. It is our belief that a student must be present in class in order to learn material for which he/she will be held accountable. Frazier's attendance rate has exceeded the state target rate of ninety-three percent all five years, with Frazier's lowest being in 2009-2010 with a 95.3% rate.

Frazier's fifth graders did well all five years on the Tennessee State Writing Assessment, scoring an A all five years. In 2006, the students had an average 4.41 score out of a possible 6.0. In 2007, the scores rose to 4.46, and in 2008, more gains were made resulting in a 4.5 average. The following two years of 2009 and 2010 showed some decline with 4.15 and 4.2 respectively.

Frazier students have consistently scored proficient and advanced in Reading/Language Arts and Math. In 2006, the average score of 95% scored proficient/advanced in Math with a high number of advanced in each grade. This is above Tennessee's Benchmarks of 79% set by No Child Left Behind (NCLB) Mandates. In 2007, Math scores continued to be higher than the state mandate, with Frazier students scoring 96% compared to the (NCLB) scores of 86%. Scores for 2008 were 94% compared to (NCLB)

86%, 2009 proficient/advanced scores for Frazier were 99% with the (NCLB) scores remaining at 89%. In 2010, with the state's restructured calculations, Frazier's proficient/advanced in Math dropped significantly to a school wide score of 65%. However, this percentile rank is well above the new NCLB Annual Measureable Objective of 20%. Fifth grade scored the lowest percentage of proficient/ advanced for Frazier, as this seemed to be the trend for the fifth grade across the state of Tennessee. In Reading/Language Arts, Frazier students continued to produce high proficient/advanced scores for the five years analyzed. The scores for 2006 were 96% compared to the (NCLB) mandates of 83%, 2007 scores were 97% compared to (NCLB) mandates remaining at 83%, 2008 proficient/advanced scores were 97%, with the (NCLB) mandates at 89%, and 2009 scores for Frazier students were 97%, with the (NCLB) remaining at 89%. Again, as with the Math for 2010, Reading/ Language Art scores dropped for Frazier. This was a trend seen throughout the state of Tennessee during 2010, with the restructured calculations affecting scores in all subjects. Frazier had a 71% proficient/advanced score, with the state new Annual Measureable Objectives dropping to 32% respectively.

2. Using Assessment Results:

The Tennessee Comprehensive Assessment Program (TCAP) is a state mandated achievement test given to Frazier students in grades 3-5. Since this test is given in the late spring of each year, results are used as a reference point for students entering a different grade for the following year. Data is discussed in grade level meetings during Professional Development days prior to the start of a new school year. This data not only gives individual teachers insight to his/her strengths and areas of need as an instructor, but it makes teachers aware of the strength/areas of need of individual students. Therefore, it is used as the benchmark for the coming year. A student profile folder follows the student from Kindergarten through fifth grade. This contains test scores and pertinent information concerning the student from previous years.

One of Frazier's strengths lies in our formative assessments. They are aligned with the state and district standards and are used to guide decisions for instruction. All categories of students are assessed using a wide range of assessments. At the beginning of the year, all students are given a baseline reading test from the Scott Foresman Reading Series adopted by the district. These are done on-line and provide immediate feedback. Every student is given a Reading fluency assessment during the first three weeks of school. These scores help determine reading levels of each student. At the end of each unit, tests are given in Math and Reading to determine the progress of students. Teacher made tests are given as needed. Test Ready tests, a practice test, are given in grades 3-5 after Christmas to help prepare the students for the Tennessee Assessment.

Discovery Education is an on-line assessment used to determine needs/strengths in Reading/Language Arts and Math in K-5 grades. Grades 2-5 are assessed three times during the year, with the third test being done on paper to simulate the State Assessment which is given in the spring. K-1 grades are assessed two times during the year. These assessments show teachers areas at which the student is non-proficient, proficient, or advanced in the subject being assessed. This program utilizes research and evaluation summary reports that are aligned with the state and enables the faculty to analyze the criterion-referenced data on all students. The Student Performance Indicators (SPI) are routinely reviewed in order to target specific students' weaknesses and needs.

Accelerated Math tests are given on a weekly basis. Accelerated Reader tests are given on a daily/weekly basis. Other technology based assessments are Essential Skills, Orchard, and probes from Discovery Education, which are available for all grades K- 5 to be used at the teachers' discretion.

During assembly in the gym each morning, oral assessments and reviews are given to the student body as a whole using guidelines from Larry Bell's Program. All teachers were trained with this method during a Professional Development day prior to the start of school.

3. Communicating Assessment Results:

Parental Involvement is important and essential at Frazier Elementary. There is a strong connection among the staff, parents, and the community. Previous year's TCAP results are sent home to parents as soon as they become available from the state. Student performance is communicated via a variety of methods. The school's website has a link to the Tennessee Department of Education's Report Card on all schools. This gives them Adequate Yearly Progress Achievement and TVAAS (value-added) results for the previous year. The school's web site has a Parent Portal allowing parents access to his/her student's grades and assignments on a daily basis. An Open House is held at the beginning of each school year. Everyone in the community is invited and encouraged to attend. Parents may share concerns with teachers as they visit the classrooms. Students' work is displayed in the hallways and classrooms. As a student enters Frazier, the parent/guardian is given a Student Handbook containing a calendar for the entire school year listing important dates such as TCAP Assessment and fifth grade Writing Assessment.

Newsletters with a school-wide calendar are sent home monthly, or more often if needed from the office. Classroom teachers send newsletters and folders home weekly containing the student's work, grades, and behavior chart to be signed and returned to the teacher. Teachers and parents communicate through e-mail, also. Phone calls to parents are done daily if needed. An electronic sign in front of the school helps to keep parents notified of upcoming conferences, grade card dates, and testing dates. An electronic phone messenger system allows pertinent information to be communicated to parents. A larger urban newspaper publishes TCAP scores as they become available. The local newspaper publishes TCAP results, as well as six weeks honor roll students. TCAP Assessment results are shared at P.T.O. meetings and are discussed at length during School Board Workshops and School Board public meetings.

Parent/Teacher conferences are scheduled twice a year from 8:00am to 6:00pm to accommodate parents' schedule. Parent conferences are also held throughout the school year as determined by the teacher or at the request of the parent. Frazier is on a six week grading period, with grade cards going home to be signed and returned to the teacher. Mid-term (every 3 weeks) progress reports are sent for a parent's signature as well. Parents are notified weekly of RTI (Response To Intervention) results. Parents of students with special needs are kept up to date through regular IEP (Individualized Education Programs) meetings to discuss academic progress and make adjustments as needed.

4. Sharing Lessons Learned:

Frazier Elementary Staff feels that the education of its children is the responsibility of families and the community, as well as the school. We believe success begins with a school-wide collaborative effort to keep all stakeholders involved in the educational process. Frazier has a proactive school board where all principals attend the monthly meetings in order to keep its members up-to-date with news from the school. We have a district board member that talks with the administration in order to present any concerns to the school board as a whole. The central office staff members, starting with the Director of Schools, are always available to listen and help with any concerns the administration may have concerning the school. A curriculum coordinator for grades K-5 works with all the schools in the county. He shares successes among the schools and allows for teachers to demonstrate methods of teaching with other schools. Professional Development days are used to share this type of information. However, if needed, teachers are provided a substitute in order for them to travel to another school to share information.

Before the start of each school year, Frazier, along with the other five schools in the county, attend in-service where many different instructional techniques are presented. It is the belief of the Frazier staff that one such program has played a large part in helping the scores for the 2010 school remain high, even with the restructured calculations of test scores done by the Tennessee Department of Education. Unique and easy-to-do teaching strategies presented by Larry Bell have proven invaluable to Frazier's staff. In the fall of 2010, a three day Professional Development called Capturing Kids' Hearts was presented that helped "change the hearts" of some staff members. In order for a child to learn, it is the belief of the Frazier staff

that you must have their heart in order to mold their mind. Grade level meetings with other schools in the county are conducted during in-service with ideas and needs being shared within the group.

Frazier partners with several local universities to help students that are pursuing a career in education. We have students doing observations, practicum experiences, and student teaching. This partnership has given Frazier's outstanding teachers the opportunity to share methods and successes with prospective teachers. Several teachers who previously did student teaching at Frazier have since been employed by the school. The school participates with the high school leadership class to allow job shadowing of personnel at Frazier, also.

As a Blue Ribbon School nominee, Frazier has been able to share its success not only within the county, but surrounding counties as well. Local newspapers, a larger urban area newspaper, and Frazier's web site have shared stories of the success achieved at Frazier.

1. Curriculum:

Frazier Elementary School uses both district and state academic standards and readily provides training for the teachers in the use of such standards. The curriculum for K-5 in all content areas is aligned with Tennessee Standards that incorporate GLE's (Grade Level Expectations), SPI's (State Performance Indicators), and Checks for Understanding. Curriculum objectives have been evaluated and prioritized based on perceived importance levels.

Students attend one "special" area class per day in Music, Guidance, Physical Education, Art, or Library. These "pull out" classes afford a daily fifty-five minute grade level planning period for regular classroom teachers. Art, Music, Physical Education, and Speech/Language are all part time personnel. These personnel are shared with another school in the county. Guidance and Library are full time positions. Each grade has the same set time all five days of the week. Such coordination of planning periods fosters curriculum unity and collaboration among educators. ELL classes are provided in the a.m. before the beginning of classroom schedules.

As each student enters Kindergarten, he/she is assessed during the first two weeks of school by the regular Kindergarten teachers using the AGS Screening Program. Kindergarten students are also screened by a pre-test that was compiled by the county to determine the readiness level of students entering Kindergarten. This starts a student profile folder that will follow the student through fifth grade with pertinent information about the student.

The school has adopted and implemented a grade appropriate, cohesive standard-based model for literacy development. The Scott Foresman basal reading program is used as the basic school curricula. The program provides an enriching leveled reading program for students. Response to Intervention (RTI) is implemented for students who are experiencing academic difficulty. These students receive an extra 30 minutes of reading instruction daily through a program called Voyager which provides weekly assessments of each student. This allows for more individualized instruction. Additional staff is available for this intervention implementation. Students not qualifying for RTI, but needing some additional help along with the classroom instruction, receive help from other personnel for an extra hour per week. In addition to these interventions, supplemental materials are provided per grade level request. These include vocabulary workbooks, language art workbooks, spelling workbooks, and unit selection tests that correlate with the reading series. Test Ready (tests that simulate the TCAP) and Coach (test practice material) are provided for grades 3-5 in order to familiarize the students with the format and "timing" guidelines of the TCAP.

All classrooms have a scheduled computer lab time and each classroom is equipped with student computers in order for students to participate in computerized assessments. These include Discovery Education Assessments, a program given to K-1 twice a year and 3-5 grades three times a year, in Reading/Language Arts, and Math. Science is purchased for the 3- 5 grades as well. These tests measure proficient, advanced, and below proficient in each area. The program allows individualized assessment of each subject assisting the teacher to create lesson plans to meet the needs of the individual student. Other computerized programs include Essential Skills (Math and Reading Curriculum), Micrograms (Math and Reading Curriculum for K-2 grades), Orchard (Math, Reading, Language Arts, Science, Social Studies Curriculum for K-5), Accelerated Math, Accelerated Reading for K-5 grades, and V- Math (a computerized program that allows students in grades 3-5 to work at home and compete with other students on-line in the program). Promethean boards in grades 3-5 have given the teachers access to numerous teaching resources for every subject. The local technology department provides other on-line programs that are very beneficial to the teachers such as Brain Pop, Nettekker, United Streaming, and Distance Learning (a program that allows outside resources to be brought into the classroom via

computers). A math coach provides help to teachers with lesson plans, tutoring struggling students, and modeling for the teachers.

Educators have access to a professional development center and are allowed up to three days for curricular enhancing technology courses each school year. A substitute is provided for the teachers on these training days. Every educator has a copy of the state standards located inside their lesson plan book. Standards are checked and dated when taught with new coding methods used as the standards are re-taught. The textbooks that are used by the school are correlated and coded based on the state standards. New teachers are paired with veteran teachers to help newer teacher unwrap (find the “meat”) in the curriculum.

Frazier’s resource serves 31 students for the present year. These students work in a small group setting separate from the regular classroom setting. Several disabilities are identified in this group. An inclusion teacher works with the fifth grade students in Special Education in the regular classroom setting. The previous year this teacher was the inclusion teacher for the third grade. This position was provided via a two year federal stimulus grant.

Since Frazier’s fifth grade is assessed on the Tennessee Writing Assessment annually, writing is encouraged throughout the school. Kindergarten begins with journal keeping, with the Six-Trait Writing Program being used school wide. This program stresses six key traits: ideas, organization, voice, word choice, sentence fluency, and conventions.

2. Reading/English:

Since 2005, Frazier students in grades 3-5 have scored well above the target set by the state for scoring proficient and advanced in Reading. All students receive a 90 minute block for Reading/Language Arts. The fourth and fifth grades are departmentalized. This allows placements of teachers to their “strong suit” of teaching. This was evident as our fourth grade reading teacher and students did extremely well on the 2010 Assessment. The research based basal reading program from Scott Foresman is the adopted series for the whole county. This series is aligned with the state standards and has a broad spectrum of components including not only reading, but language, spelling, and writing. At the beginning of the year, in grades K-5 a base line reading assessment (Pearson Success tests) is given to all students. A reading fluency test is given to each student during the first two weeks of school. These two assessments are the basis to begin intervention and instruction for individual students. RTI gives struggling students an extra 30 minutes of small group reading instruction (no more than four to a group) daily. In this Tier II, students move in and out as they progress or begin to need more help. If a student reaches Tier III, parents are contacted and suggestions are made to start different screening methods to determine the needs of the student.

The Accelerated Reader program is used in all grades. The librarian determines the level at which each child can check out books from the library to read and then take a computerized test. Points are given for the difficulty level and percentage correct on a test. These points are used to exchange for prizes at the end of each six weeks. The librarian supplies each classroom with a basket of books that can be utilized at the teacher’s discretion. The fourth grade students are required to read a book a week on a determined level and the scores received on the test are averaged in with the six weeks progress report. Discovery Education helps to monitor reading levels, also. Teachers can create probes (lessons with formative assessment) to address individual needs.

Every grade, especially K-2, has a “word wall” in the room displaying high frequency words. Vocabulary workbooks are used in grade 3-5 to increase word meaning. The hallways have vocabulary that may be seen on formative and summative testing instructions. Televisions located in hallways run programs that give much needed vocabulary with animated characters depicting what each word means. These are the Twelve Power Words from Larry Bell’s approach for decoding and understanding written instructions. These words are posted in each classroom, also. UNRAA-VEL, an acrostic strategy from Larry Bell’s methods for helping a student analyze a reading passage, is displayed in each room.

3. Mathematics:

Math achievement is a high priority at Frazier School. The Tennessee Department of Education restructured the grade level standards in 2009 and expects to increase standards again in 2014. Therefore, teachers have been required to supplement the basic math curriculum to teach the specific standards. Our Math textbook, which is currently being considered for adoption, will be in effect for the next six years. Also, because Math is promoted as hands-on subject and a small group approach is encouraged, a complete set of manipulative kits is also available. Saxon Math is a research-based program that encourages problem-solving skills, hands-on activities through the use of manipulatives, moves from concrete to abstract, and builds upon previously learned skills. One strength of this program is the fact that it offers repetition of skills previously taught.

Calculators have been purchased for third, fourth, and fifth grades. Promethean boards in the classrooms encourage attentiveness, student participation, and provide immediate manipulation and feedback. Teachers create new flip charts for Promethean boards, power points for display on televisions in the hallways, search for current software programs, and constantly look for new and innovative strategies to better serve their students. Math is departmentalized in fourth and fifth grades, with student classroom settings grouped according to specific skills. This allows students the opportunity to progress from one skill set to another in order to better serve the individual student's needs.

A Math Coach position was added in 2009. This provides for remedial work, as well as enrichment opportunities for our students. Classroom teachers receive additional support in obtaining resources, supplies, Math research for web links, informative sites, and current methods. Test data is analyzed and best utilized for the success of each student. Interactive math challenges are displayed in the hallways. Vocabulary terms are posted throughout the school for frequent exposure.

Math has always been a strength at our school. Since the mastery level of our standards is being drastically increased, we will continue to aim for high achievement. We will strive to ensure that our students' needs are met so that they can continue to excel with high achievement.

4. Additional Curriculum Area:

In addition to our strong Reading and Math curriculum, Frazier's classroom teachers strive to provide students with multiple learning opportunities in Science and Social Studies as well. The Tennessee Curriculum Standards are met by using a variety of supplemental methods in addition to the textbooks. Science is enhanced by the use of appropriate content videos, hands-on science experiments, creating models, providing microscopes, Science book sets available in Library for checkout and classroom use, and the use of Primary Sources, which brings vocabulary to life. In addition to these, we also incorporate active student participation by allowing students to role play and re-enact historical events, bring in exhibits and applicable pictures, documents, and writing reports. Orchard, an on-line software program, offers both Science and Social Studies materials. Science incorporates and integrates several subjects such as Math and Writing within its curriculum through the use of shared skills such as measuring, predicting, collecting data, and recording through graphs and journals.

These subjects are especially enhanced through the use of modern technology. It allows these subjects to "come alive" by providing the most current content available in appealing format. Each classroom is equipped with a projector and screen which allows for the use of Discovery Education and United Streaming with ease. The Center for Interactive Learning and Collaboration (CILC) is a distance learning feature that allows the outside worlds of Science and Social Studies to visit the classroom. Teachers can connect to NASA, Smithsonian, St. Louis Zoo, and Tennessee Aquarium at no additional cost. These are excellent interactive sites that incorporate into and enhance our curriculum. Numerous other opportunities are available for classroom participation at an additional charge. Our county technology department provides a budget that allows teachers to participate in these programs, as well. These outstanding programs allow for enrichment opportunities, as well as motivation to become more involved for lower performing students.

Our fourth and fifth grades are departmentalized, which allows these teachers to adequately plan for activities that will enhance the current curriculum. Our fourth grade teacher received a TVAAS score of five in both of these subjects, while our fifth grade teacher received a score of five in Social Studies for the 2010 year.

Writing is another vital subject in our core curriculum area. All grades build upon skills taught in the previous grade. Writing is a subject that is easily integrated into other subjects and allows cross curriculum planning. A program of Six-Trait Writing is used in our school within our Language Arts curriculum. This program emphasizes the key traits of ideas, organization, voice, word choice, sentence fluency, and conventions. Our fifth grades have received scores of all A's on the assessment for the past five years.

Enrichment is provided through the fine arts positions including Art, Music, Guidance, Library, and Physical Education. Students are scheduled for each class once a week. Student work is displayed during Spring Fling and Open House. Musical programs are performed throughout the year. Beginning band is also offered to fifth grade students. These students will have the opportunity to continue in the band program as they are promoted to the appropriate feeder school.

5. Instructional Methods:

Frazier strives to meet the needs of all students, regardless of ability level. This is done by staff flexibility and willingness to modify, challenge, and try new methods and strategies to meet all students' needs. A variety of assessment data is utilized to determine placement levels. Our fourth and fifth grades are departmentalized to allow for differentiated instruction. Our inclusion program was initiated in third grade in 2009, and is currently in fifth grade. We firmly believe that each student should be exposed to the regular classroom setting. Instruction is given by the regular classroom teacher, with the inclusion teacher providing for modification and individualized instruction as needed. A very successful resource program is in place, as well. Our students with disabilities often score proficient and advanced on the TCAP tests. Additional services are available to supplement individualized instruction such as speech, occupational and physical therapy.

Each classroom utilizes instructional strategies that allow for differentiated instruction such as homework, small group, leveled readers, hands-on math, cooperative learning, tutoring, and grouped or independent projects. Some tools used to enforce these strategies include Essential Skills, Think-Link, Brain Pop, Micrograms, Nettekter, United Streaming, Accelerated Reader, Accelerated Math, and Orchard. We have two computer labs, as well as computers in each classroom to assist with this type of differentiated instruction.

A Math Coach was hired in 2009 to assist math instruction within the classroom, compile resources for teachers, study data, as well as remedial and enrichment instruction. Our reading program with Pearson Scott Foresman allows for a wide range of reading levels within each grade. A Tier II reading level teacher works closely with the classroom teacher to utilize remedial reading. We also offer supplemental assistance with our librarian conducting small group pull-outs. The librarian also assists the classroom teachers for both remedial and enrichment in reading by providing baskets of leveled readers to use daily in the classroom. She also assists with the Accelerated Reading program. Five educational assistants support and reinforce classroom work by working with students to provide differentiated instruction.

The classroom academics are reinforced throughout the hallways so that students may be exposed repeatedly to vocabulary, testing terms, academic subject skills, and positive reinforcement. Power points are run daily on television sets in the hallways conveying vital academic review and information. The principal conducts a daily review each morning in the gym before students are dismissed to their classrooms. She encourages active participation among the students as they review Larry Bell's "12 Powerful Words" program. We have witnessed that this program has increased testing skills and scores as it has been practiced daily in the classrooms.

6. Professional Development:

Professional Development is available and encouraged to all staff members at Frazier. Opportunities are provided in a variety of ways, as some is optional, while much is required. There are two Professional Development days prior to the beginning of the school year and three Professional Development days during the calendar year. Additionally, teachers are required to obtain two days of specific, individualized training coordinated with the school administration as defined on their future growth plan. Even though a wide range of training topics are allowed, all training must be pre-approved by administration before being taken. Our Central Office staff consists of two curriculum coordinators, one Professional Development coordinator, and one Director of Schools. These staff members are responsible for planning and coordinating the majority of our professional training. They recruit renowned speakers, obtain high quality curriculum consultants, and keep abreast of current and proven training techniques. Requests are considered from teachers and administrators, needs are assessed, and standards and curriculum are addressed as these training sessions are planned to provide the maximum effectiveness. A few of these have included Larry Bell, Marcia Tate, and Zig Ziglar. A Capturing Kid's Hearts program was provided during the summer of 2010 with implementation for our current school year.

The technology department for Rhea County Schools provides outstanding training opportunities. Teachers are allowed to attend three days of training per year with substitutes being provided. Training sessions offered have included web page training, distance learning with video conferencing, TCAP resources, Think-Link, Nettekker, Brain Pop, and United Streaming. These sessions are also offered after school hours to assist teachers in acquiring two days of in-service credit. Promethean boards have been provided for grades three through five, with the technology department providing the appropriate training for implementation in the classroom.

During the first four days of school, two Professional Development days are provided for the whole county. The other two days are set aside for individual schools to allow for horizontal and vertical planning. The principal and administrators attend a LEAD (Leadership Experience And Development) conference, a week long training session, as well as intense training at a local university to assist in disseminating current trends, policies, and procedures. Any pertinent information is then shared with all staff members.

Teachers are also encouraged to attend professional workshops and conferences within their academic areas. CPR training is provided for several of Frazier's staff. A Take-Ten physical education program was shared with our school and is being used in each classroom daily.

Training is provided for new teachers only that helps prepare them with district/school regulations concerning policies, procedures, and even laws. Frazier has a structured mentoring program, as the principal assigns a veteran teacher to each newly hired teacher. They are to supervise and assist by ensuring that questions are answered and academic expectations are met. Frazier is fortunate in having a close-knit faculty that is always willing and eager to help other staff members.

A desire to acquire new knowledge and further skills is evidenced as many of our staff received graduate degrees. We currently have 11 teachers who have received an E.D.S degree and 10 who have completed a Masters degree. Two additional staff members are currently working toward their Masters degree. Our staff desires and is driven to do whatever is necessary to ensure our students continue to excel.

7. School Leadership:

Frazier's principal prefers that the school leadership operates under a shared, teamwork approach. This climate is evidenced upon visiting the school setting, speaking with faculty, or simply through observation in daily procedures. The principal's role is very supportive, as Mrs. Kelly allows her staff to make decisions through close supervision. She promotes an "open-door" policy and all staff members feel welcome to present ideas, receive feedback, and request advice. This is achieved through her leadership by modeling, high visibility throughout the day, and ability to promote teamwork. She frequents

classrooms daily and can even be seen teaching spontaneous lessons. She never asks a staff member to do something she would not be willing to do herself. Her duties as administrator include: facilitating and monitoring instruction, scheduling, ensuring student success, maintaining school safety, coordinating relationships among all stakeholders, maintaining a positive climate within the school setting, supporting discipline, providing a welcoming environment for parents and community, coordinating curriculum, updating school policies, performing teacher evaluations, supplying professional training as needed for staff, and securing resources for funding and classroom needs.

Committees are established at the beginning of each school year and are published in the faculty handbook. These committees consist of technology, school improvement, character education, and safe school. A variety of members are assigned to each committee including teachers from different grade levels, parents, community members, and county leaders. These committees meet together as needed to develop procedures, guidelines, establish rules, and update pertinent information. Each grade is assigned a lead teacher. This is done on a rotational basis in order for every teacher to obtain leadership qualities. These lead teachers coordinate events such as field trips, registrations, training, and share acquired information with all other grade level teachers.

Appropriate scheduling to allow adequate instruction time with minimal interruptions is vital at Frazier in order to continue to meet AYP as designated by NCLB benchmarks. Teachers are given adequate planning time daily to allow for vertical and horizontal planning. This time permits classroom teachers to collaborate as they plan instruction, analyze test data, and coordinate interventions for their students. School-wide faculty meetings are planned on an as-needed basis, as daily communication is a strength. Staff members are kept abreast of information through e-mails and classroom visits.

Student achievement will continue to be the main focus of the faculty and staff at Frazier Elementary. These high expectations of success are the cornerstone of the foundation of this school. This will be the goal of all staff members as they continue to serve our students and ensure that our shared vision, mission, and beliefs are met.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP

Edition/Publication Year: 2006-FormQ/2007-FormR/2008-FormS/2009-FormT/2010-FormA

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	77	100	97	93	96
Advanced	29	66	62	64	77
Number of students tested	48	49	53	45	49
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	79	100	94	92	96
Advanced	24	59	48	52	70
Number of students tested	38	37	31	25	23
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TCAP

Edition/Publication Year: 2006-Form Q/2007-FormR/2008-FormS/2009-FormT/2010-FormA

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	67	100	94	98	98
Advanced	21	64	49	56	65
Number of students tested	48	49	53	45	49
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	66	100	90	96	100
Advanced	16	57	32	40	61
Number of students tested	38	37	31	25	23
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TCAP

Edition/Publication Year: 2006-FormQ/2007-FormR/2008-FormS/2009-FormT/2010-FormA

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	75	98	91	94	97
Advanced	25	69	67	78	84
Number of students tested	48	46	41	48	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	68	97	85	89	92
Advanced	21	55	50	72	67
Number of students tested	34	31	20	18	12
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TCAP

Edition/Publication Year: 2006-FormQ/2007-FormR/2008-FormS/2009-FormT/2010-FormA

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	94	97	93	97
Advanced	27	63	71	69	67
Number of students tested	48	46	41	48	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	76	90	95	89	92
Advanced	18	45	55	67	67
Number of students tested	34	31	20	18	12
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: TCAP

Edition/Publication Year: 2006-FormQ/2007-FormR/2008-FormS/2009-FormT/2010-FormA

Publisher: CTB/ McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	42	98	95	100	93
Advanced	21	77	84	83	75
Number of students tested	51	43	44	36	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	27	97	94	100	78
Advanced	10	66	81	87	64
Number of students tested	30	29	16	15	14
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: TCAP

Edition/Publication Year: 2006-FormQ/2007-FormR/2008-FormS/2009-FormT/2010-FormA

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	64	96	100	100	93
Advanced	10	64	69	50	53
Number of students tested	51	43	44	36	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	50	93	100	100	79
Advanced	1	48	69	47	36
Number of students tested	30	29	16	15	14
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	64	99	94	95	98
Advanced	25	72	72	75	82
Number of students tested	147	138	138	129	123
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	58	98	91	93	96
Advanced	18	66	58	68	73
Number of students tested	102	84	64	57	44
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

11TN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	74	94	97	94	96
Advanced	20	60	60	56	56
Number of students tested	147	138	138	129	123
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	67	91	92	95	92
Advanced	11	50	46	48	53
Number of students tested	102	84	64	57	44
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Frazier Elementary does not have enough members at each grade level in most subgroups for reporting purposes. Tennessee State Standards and the state criterion-referenced assessment (TCAP) were modified during the 2009-10 school year to reflect a shift from levels of "Basic Proficiency" to more difficult levels of "Mastery of Rigorous Content." This resulted in all state scores substantially decreasing from previous cohort years.					

11TN2